

Newsletter

NOVEMBER / DECEMBER, 1988

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Merry Christmas



FACULTY & STAFF ASSOCIATION
FRASER VALLEY COLLEGE
33844 King Road, R.R. #2,
Abbotsford, B.C. V2S 4N2
Telephone: (604) 853-7441

FSA Executive 1988/89

President	Kevin Busswood	436/313
First Faculty Vice-President	Tom Davis	296
Second Faculty Vice-President ...	Doug Hudson	325
First Staff Vice-President	Richard Heyman	333
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Treasurer	Cheryl Issac	262
Recording Secretary	Jocelyn Cass	318
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Executive Meeting Schedule

Abbotsford, Room A307, 3:30 p.m. (Week 3)

January 13/89
February 15
March 15
April 12
May 10
June 7

FSA NEWSLETTER

November/December, 1988

From the Editor . . .

It might be worth reminding members that five joint committees are currently deliberating five important issues at FVC: retirement, ed. leave, lab assistant workload, the status of paraprofessionals, and the inclusion of part-timers. Even though this might feel like an 'off year' for negotiations, the recommendations of these committees will be part of this year's discussions (along with salaries and staff vacations). As usual, the policies we wind up with will only be as good as the effort we all put into formulating them.

On the topic of mandatory retirement, there have been interesting developments at Douglas and Kwantlen Colleges. The DKFA Newsletter reported in September that "at Douglas the Association's challenge of the forced retirement of George Porges and Jack Ferguson is now at the Supreme Court of Canada, with a hearing tentatively set for February 1989. This case, which was originally a grievance, turns upon whether the Charter of Rights and Freedoms applies to college faculty." Pending the Supreme Court's ruling, Porges and Ferguson have been reinstated, as has a similarly superannuated instructor at Kwantlen. And CIEA, recognizing the precedent-setting nature of this case for all system employees, has decided to provide full funding for the case.

The topic of educational leave and professional development is

very much alive these days too. FVC's Missions and Values Statement enshrines "a commitment to faculty, staff, and administrators that they will be encouraged and assisted in the achievement of their full potential as professionals." High on the list of First Level Priorities in the 1988-1993 Long Range Plan is a commitment to "develop an improved program of professional development and educational leave for faculty and staff." One of the Planning Assumptions is as follows: "Given that the personnel profile of the College is a maturing one [for the delicacy of which phrasing I must insert here a personal note of thanks], the College will have to provide faculty and staff with special initiatives for renewal and growth."

Looks good. But wait a minute. The College will have to provide special initiatives? Is it indeed one of the planning assumptions 1988-1993 that our collective enfeeblement is rushing upon us at such a rate that only external initiatives will jar us back from the brink of professional decrepitude? Gosh, the last time I looked I had all kinds of initiative swirling around inside me, just looking for a chance to get out. If you've got the money, honey, I've got the time

But maybe "special initiatives" means increased funding for PD. I want to believe in the good intentions of the College in this regard, and when I turn to the section of the Long Range

Plan that deals with faculty and staff, I see much that is encouraging. I see "an information clearing-house on potential exchange possibilities." I see "a Board discussion on PD strategies." I see a dedication to achieving realistic workloads and "an appropriate educational leave policy." I see a "Computerized Assessment of Teaching System (CATS) workshop" next spring, in which I envision being wired up for a sort of CATS scan of my pedagogical soft spots.

But I also see a "strategy to support instructional development and teaching improvement activities", and "mechanisms for providing group professional development activities at FVC." Mechanisms, eh? For group activities, eh? We have seen these mechanisms at FVC before. Many of us had hoped we would not see them again. But of course we reckoned without Lloyd Morin and his Council of Principals road show, which swept through here one day last spring, listened politely as we told him politely to fund PD and ed. leave properly and leave professional development to the professionals, and then swept back to Victoria and recommended, not without a Task Force and an Action Plan, a Human Resource Development Centre to be based in Victoria and funded at one million bucks, annually. Or the equivalent, roughly, of thirty fully-funded year-long leaves.

To be fair, most of this million is said to be earmarked for grants. Or some of it. Or something. Again one feels saddled with the wearying obligation to explain to bureaucrats that the reason a professional teacher stays good and gets better (or keeps from getting worse) is almost always that he has found a chance to get away

from the rigors of teaching his discipline and actually get back to keeping abreast of it -- maybe even contributing a little bit to it, so that he feels like a part of it, and not like a parasite upon its back. It is this, usually, and not group therapy or courses in teaching methodology, that keeps an aging worker young.

CIEA itself has recommended to the Council of Principals "that funding for new provincial Human Resource Development not be given high priority in next year's post-secondary budget....The improvement of program quality through such measures as reducing class sizes, improving facilities and equipment, and increasing support services is, for most faculty, more important than increased H.R.D. opportunities." CIEA's submission goes on to call for "adequate funding of opportunities for individual professional development (particularly discipline-based activities), funded through the operating budgets of colleges and institutes."

It's an old battle. Here's John Howard-Gibbon, writing in the latest issue of the Langara Faculty newsletter: "The tendency at present (look at PD for example) is to stress new methodology. Such emphasis is misplaced; it takes attention away from the primary focus -- the subject matter being taught. And when money is tight, even more of it is swallowed up in innovative pursuits."

Meanwhile, over the Great Divide, we have a fellow named Stu Heard whooping it up for Professional Certification in a piece in the Lakeland College Faculty Association Newsletter. "Recently, a sub-committee to the Board of Directors recommended that Lakeland College

establish an Instructional Certification Program For those of you who may not get direct contact with a Director or Executive, I would like to take this opportunity to place the concept in front of you."

All the courses, needless to say, are in educational theory and methodology. Whether this instructional certification concept is in front of us here in B.C. I would rather not speculate, but it certainly seems as though we face the prospect of having to fight yet again for the opportunity to control the direction and content of our own professional development. If we feel this way, we had better be sure to make our feelings known when the ed. leave committee makes its report. And we should contact John Waters, the CIEA rep. on the Task Force, at Kwantlen College. The FSA office ought to have copies of the Action Plan.

COMING IN THE NEXT ISSUE

1. I plan to begin chasing down recipients of PD funding and asking them to report! Be the first on your block to volunteer. Get it out of the way early.

2. I am also hoping to inaugurate a series on benefits, and to commission an article on health and safety in the workplace, especially where video display terminals and keyboards are concerned. If anyone has experienced tendon pain in the hands or wrists, or focusing or other eyesight problems, I'd appreciate hearing from you.

3. And I want to do something on (or about) the demoralization of the B.C. school system and the lack of preparedness of students entering from high school. "Community College Entrants Found Deficient" says the November CIEA Newsletter, reporting on a study which shows that "one of every four high school graduates entering Ontario's community colleges is reading at or below the Grade 9 level", and that "at one large college 123 first-year students were reading and writing at the Grade 3 or 4 level." Again, I would appreciate any statistics on failure/success/dropout rates, or anecdotal stuff on student attitudes (nasty looks in the hallways, etc.).

4. Keep those cards and letters comin', folks.

Graham Dowden
December, 1988

New FSA Office Assistant Hours

In the interest of more efficient use of time, Kathy's hours have been tentatively changed to the following:

Monday through Thursday 9:30 - 11:30 a.m.

Kathy is often in the FSA Office (Room A339, local 313) on an informal basis at other times, or is lurking in the vicinity. These hours are subject to change at a moment's notice however, depending...

If you need something, call her ... you never know ...

Letters to the Editor . . .

November 14, 1988

Dear Editor:

The references you made to a Natural Science faculty member's workload and class size in the last FSA Newsletter need some clarification. I'd be happy to do this, if you promise in future not to quote anonymous "reliable sources" and to check with the appropriate management lackey (me) before implying any.

The instructor involved is teaching a triple section of a highly-enrolled 1st year course. In order to grab some of the \$8.3 million, to satisfy student demand, to give a decent Type C contract to a faithful and long-standing part-timer, and to help the timetable/room allocation process, we went for a single triple lecture (72 student) format. Sounds ghastly, eh? Sounds like U.B.C., or worse? Well, not exactly.

Firstly, the instructor is being fully paid for the teaching as if the sections had separate lectures. In trade for a single prep and 2 lecture sessions a week, the load is 6 sections for the year, for a 100% contract (September to April). Nobody, especially the instructor, has any problem with the remuneration for the job being done.

Secondly, the possibility that student contact is severely reduced in this format is a legitimate concern (the FSA has always been the strongest voice for quality education at FVC). However, in the course being taught, the students have an extra tutorial each week (in groups of 24) and a three hour lab session (in groups of 24).

Of the seven hours per week of instruction therefore, the majority is spent in regular class sizes. This is not to say that we have no concerns. Our department will discuss the implication of this "experiment" in April. If it is found to be detrimental to learning, or to the instructor's ability to teach, we will drop the idea.

Our only error (my error dammit!) was to not inform the FSA executive of the plan. The summer was crazy - sections were being added and subtracted daily, and finding personnel and a room in which to teach was very difficult. My biggest concern was the manner in which people were hired (without SAC's) and I did write to the FSA on that point. The triple-section business should have been included, for which I apologize.

Please be assured that (1) the Natural Science department is not juggling the contract to simply cram more students in - we are always concerned about quality; (2) we are also aware that, as FSA members, it is our responsibility to honour the contract and to keep each other informed of deviations from the "norm", so as not to prejudice our own or others' working conditions in the future. Personally, I don't think that we pay careful enough attention to the Agreement in our day-to-day business, and we've been generally sloppy in fulfilling our obligations as FSA members.

Hope this clarifies things, and (more importantly) alleviates my guilt.

Alan Davis

November 29, 1988

Editor, FSA Newsletter:

Kevin gave me a copy of the September/October FSA Newsletter at CIEA's President's Council meeting last weekend. As a former editor of the CNC faculty association newsletter, I wanted to compliment you on the clean format and good copy of your publication. Thanks also for the kind words and positive reports about CIEA's activities.

I read your "From the Editor" article with considerable interest. I share your skepticism about the motives behind our institutions' growing love of international education ventures. To be blunt, the profit

motive seems the dominant one for the educational entrepreneurs who are running these operations. And as a result of years of lean college budgets, even many faculty seem quite willing to soak the Visa students for what the market will bear and adopt caveat emptor as the college motto. I'd be interested in hearing what the administration, and faculty, response has been to your article.

Sincerely,

Paul Ramsey
President,
C-IEA

November 28, 1988

Editor, F.S.A. Newsletter:

I very much appreciated receiving a copy of the F.S.A. Newsletter. Mr. Busswood's report contained references to situations and issues which are similar to ones we try to cope with in our work places. On behalf of our Association, I request your permission to reprint your report for the benefit of our teachers.

Your editorial reminded me that bargaining under the I.R.A. is not the only responsibility of a union. The whole matter of labour affiliation (Why? How? When?) is not likely to be easily accepted by our members. I expect this issue will keep our attention for some time assuming of course that we successfully conclude a first

contract. I am sure that we can count on your support, wisdom and encouragement when we deal with labour affiliation.

I also intend to pass along the statistics on the gender disparity in the B.C. secondary school system. Why should it take three generations before we admit that this is a serious problem?

Thank you for a thought provoking and informative newsletter.

Yours truly,

John Bogunovic,
President
Chilliwack Teachers'
Association

FSA President's Report . . .

HRD IS NOT PD

I spent a rainy Saturday recently sitting around the Richmond Inn with union presidents from around the province. A topic of conversation concerned the growing "Human Resource Development industry" which is rapidly emerging in B.C. colleges. HRD proposes that people are a kind of resource which must be protected and nurtured so that they will grow and DEVELOP within the context of the EVOLVING institution. Inappropriate development, stunted or stifled evolution, leads to the tragedy of inefficiency and a lack of production. HRD is the supremely functionalist view of organizational life--seeing workers as cogs, albeit cogs with feelings, capable of grinding, rather than meshing to produce the music of harmonious and elite-driven institutional life.

Many of my provincial colleagues fear that their new Dean of Human Resources is the cutting edge of some new corporate ideology in which employees are reduced to variables, of certain value, and with easily quantifiable needs for motivation and renewal--a machine needing occasional oil and parts.

We agreed that while we are unhappy with the behaviouristic language and perspectives of much of HRD, we recognize that colleges are probably right to begin to worry about how to treat long time employees who, for a variety of reasons, may be losing their motivational edge, living for the clock rather than for the greater glory of their community college.

Some among us cynically suggested that motivation varies directly with funding and that properly funded colleges, in which employees are rewarded for initiative and educational quality, will tend to produce highly motivated employees. This regressive and revisionist thinking was quickly and correctly identified as a primitive holdover from the 1970's, evidence of a failure to appreciate the born-again joys of formula funding and zero-based budgeting--the challenge of doing more with less (rather like racing MG midgets). Such thinking was quickly quashed.

The celebration of the intent of HRD (pronounced herd, rather like a New Brunswick 'hard') was qualified by the revelation that HRD workers, not to be confused with those who toil mightily, tend to believe that faculty and staff professional development (PD) can and should be subsumed under the HRD banner. HRD workers can be heard (not to be confused with HRD) to say that HRD activities (not to be confused with things that are difficult to do), most of which can be conducted safely within the walls of the institution, will address ALL that ails us. This view of matters collapses PD into the maze of developmental and motivational processes which are the meat and drink of the HRD industry.

Let me take a moment to attempt a rescue of PD, and the proper location of it as a stand-alone sort of thing which should be kept safely out of reach of the HRD zealots. I will speak from my own experience, but I believe that what I say about my own

discipline is largely true for all.

I am a sociologist. My discipline, founded in the brash enthusiasm of the enlightenment and the French Revolution, now contains a wide variety of practitioners, espousing diverse points of view, from the useful to the hilarious, from those who cling to privilege and wealth to those who struggle for revolution. Whatever its strengths and shortcomings, the discipline flows like a broad river through history and culture, struggling to apprehend some of the truth about human beings. Like most disciplines, it is both a collection of insights and a struggle to connect those insights into theoretical structures allowing us to understand something about our lives and where we are heading.

I was trained in the late 1960's and early 1970's. Those halcyon years were the last moments when I was able to devote myself completely to the many mysteries of my own and related disciplines. I began to teach in 1974, and I have been at FVC since 1976. I instruct students in my discipline, and since there are no disciplines which do not move and change, I struggle to keep up with the community of scholars who call themselves social scientists, while fulfilling the burgeoning duties of a college instructor.

Keeping up with my field is what I call professional development (PD). PD is not about motivation or getting along with my colleagues; it is not concerned with college policy development or student success; it is not even about feeling good about the college and its various climates. PD is all of the things that I do to maintain my sense of myself as a social

scientist. PD is difficult and time consuming. There is much going on in the discipline. The river is wide and fast with tricky currents.

Like sex, PD can occur in a variety of positions. It does not require a set procedure or program; it can occur without manuals. Unlike sex, PD can be performed as well alone as in groups. I do PD in my car while listening to the CBC and its rich store of lectures, ideas, and interviews. I do PD on the beach in Cuba while talking about socialism with Cuban workers. I do PD in my armchair while listening to music and thinking about George Grant, whose death I sadly note in a late night newscast. I also do PD at conferences, in libraries, on buses, and at a restaurant while eating chocolate mousse with Dave Wyatt. I am never far from my discipline--it teases and torments.

Listing the multitude of PD activities is not an attempt to hide its definition; rather, I wish to show its complex and rich possibilities hidden in both the exotic and the mundane. PD cannot be reduced to a few activities which can be listed and funded and shared with colleagues. It is more. To be a professional, to have discipline, is to live your craft, to have its ideas and its skills intertwined with your everyday life to a point where you cannot easily discern when you leave or arrive at work.

When, as a student, I worked for the CPR, I would gladly leave work. Indeed, after a few hours, work was forgotten. Now, my work often makes me unhappy or frustrated, but I do not leave it anywhere. The perspectives of my discipline are used as much in everyday life as they

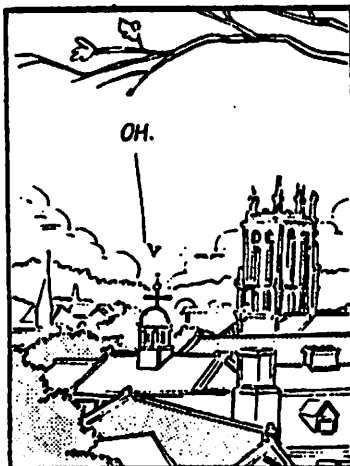
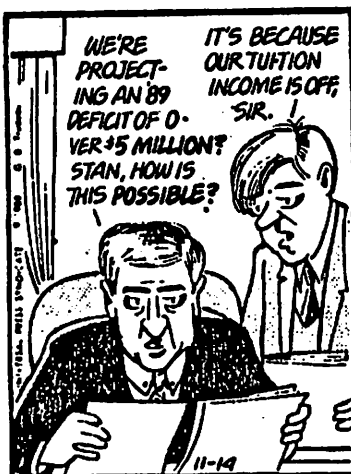
are in the classroom. This is what I am paid for--to impart some useful fragments of these perspectives to students and to the community. I may do it badly, but I cannot not do it.

The awareness of how discipline has penetrated my life often creates a panic as I consider how much goes on in my field to which I cannot pay attention. PD takes a great deal of time and occasionally money. That necessity is there regardless of how well or badly my classes are going. That necessity is there whether or not I am motivated or happy or a good committee member.

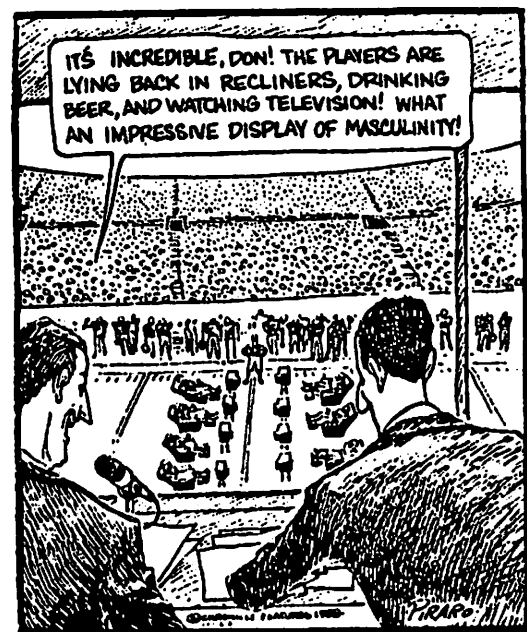
So listen, you HRD workers, you Organizational renewal freaks, you activity quantifiers, leave my PD alone. Pierre Trudeau said that management has no place in the PD of a nation? When I want to talk about educational leave and PD funding, don't pull out your little articles about burn-out and motivation, your serious well-intentioned chats about renewal and rethinking curricula. Let me keep the time--the time needed to think and reflect and talk to my colleagues and disciplinary community.

Kevin Busswood
December, 1988

—Doonesbury—



BIZARRO



From the Contract Chair . . .

Our Collective Agreement runs to 31 March 1990, with the exception of wages and staff vacation which will be bargained next spring. All members are invited to forward their views about these items to me or to Sybille StegmueLLer. Also, Sybille and I would like the assistance of one other member, preferably faculty, to join us in the negotiations.

As I have reported, the wage settlement last spring did not meet the expectations of both components, i.e. there was a new top step for faculty but not staff. This is not what the Association wanted but in the end it accepted. About staff vacation, we did have an option: the College offered to extend the vacation entitlement to the prevailing standard among some comparable institutions (about 28 days) on the condition that new staff work longer to earn the same basic vacation as well as give up the Christmas days. Last spring the impasse prevailed.

There still seems to be some confusion about the mileage guidelines. In May we restored them to their original meaning. For normal in-district travel, the campus-to-campus rule applies. Where you live should be of no account. If you drive from your home campus to another campus, you claim for the distance between those two points. Let me know if you have difficulty applying the campus-to-campus rule to your mileage claims.

Leslie Wood and I represent the Association on the joint committee regarding the inclusion of new members (the non-regular,

part-timers) into the Association, this in accordance with the letter of agreement of last spring (see Appendix "C", p. 100 in the 1988-1990 Collective Agreement). The deep background on this issue is this: twelve years ago everyone voted to be in the union, either as staff or faculty, with the exception of non-credit C.E. instructors and of course excluded management, who were both deemed to be outside our "community of interest." Since that time, the College began to hire more and more part-time, non-union employees, with specific, written agreement or tacit approval of the Association. From time to time, the Association initiated talks or informal grievances under Article 13.1(a) to require the College to combine part-time, non-regular positions into regular, Association positions. There matters more or less remained until the reorganization last year. The College decided to seek exclusions of members from the Association, with our consent. If we did not consent, the College said it would go to the Industrial Relations Council for a ruling. Since all along we could have gone to the IRC for a ruling to include employees, we struck a compromise: we would agree to exclusions if the college agreed to inclusions, thus settling our affairs without the time and expense of appeals to the IRC.

So, the inclusions are simply the flip-side of those exclusions. The letter of agreement cited above and our current work on the joint committee are the results of that compromise. We are now looking at the details and process of inclusions, not

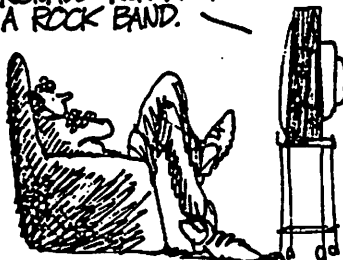
the principle of inclusion which has already been established. Members who wish to inform themselves further about these developments are encouraged to contact me, Leslie or Kevin. Executive meetings are of course open to all members. We anticipate that one meeting of the

executive will be devoted exclusively to the settlement that the joint committee recommends.

Bob Smith
November, 1988

FEIFFER

IN A RECENT POLL OF AMERICAN TEEN-AGERS, 32% BELIEVE THAT RONALD REAGAN IS A ROCK BAND.



60% BELIEVE THAT "HUCKLEBERRY FINN" IS A TV SHOW ABOUT A WHITE WHALE.



46% BELIEVE THAT THE SOVIET UNION IS A TRADE UNION.



82% BELIEVE THAT MASSIVE EXPOSURE TO TV HELPS YOU LEARN ABOUT THE WORLD.



57% CANNOT IDENTIFY THE WORD "VIETNAM." 51% BELIEVE THAT IT IS SEX-RELATED.



AND 94% BELIEVE THAT MASSIVE EXPOSURE TO POLLS HELPS YOU KNOW WHAT TO THINK.



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From the Grievance Chair . . .

I hope very much that we will have completed our selection of shop stewards by the time this publication reaches FSA members. It's proved a slow process - individuals are understandably reluctant to take on additional tasks, and I'm sure many are uncertain as to the responsibilities that go with election. For the most part, the role of the shop steward is to assist individuals in his or her area, either by offering information or advice or by referring them to an appropriate member of the FSA executive for help. Generally, a person acting in this capacity should acquire some familiarity with our Collective Agreement to ensure its provisions are respected in day to day practices within each work area. So far as I'm personally aware, everyone who has served as a steward at FVC found the work stimulating and rewarding, not onerous or unpleasant. Should a grievance or dispute arise in the steward's area he or she may feel some stress in the situation, but the FSA executive takes responsibility in matters of this kind once

they're reported. From time to time, when a selection advisory (hiring) committee is needed to fill a vacant position within the steward's designated group, he or she conducts an election among the candidates nominated for the committee. Service of this kind can be an enjoyable learning experience, and it naturally earns the respect and appreciation of the steward's colleagues. At our last executive meeting I proposed extending the stewards' terms of office to two years. With this policy in place, FSA members should enjoy a reprieve from steward elections in 1989. I'm planning a get-acquainted session for our stewards early in the new year, with someone from CIEA in attendance to offer a workshop. In closing, I want to express my thanks to Kathy Gowdridge, our FSA secretary, whose intelligence and dedication have been very evident during the recent reorganization of our stewardships and the subsequent elections.

David Allen
November, 1988

SHOP STEWARDS

Business Office & Facilities (East)	Colin Bull	Loc. 426
Business Office & Facilities (West)	Maureen McNie	211
Continuing Education	Ron Coreau	309
Learning Resources Centre	Jenny Walters	269
Student Services	Julie Williams	444
Secretarial	Lorraine Sweetnam	363
Vocational	Vern Wright	339
Academic East	Wendy Burton	422
Academic West	Val Hunt	316
Careers East		
Careers West	Gloria Wolfson	302
Developmental Studies	Perla Werk	363
Grievance Chairperson	David Allen	456
Grievance Vice Chair	Mary Saunders	224

From the P.D. Chair . . .

In response to numerous (well, a couple anyway!) requests to clarify the duties and membership of the various P.D. related committees, here are the facts:

1. The Joint FSA/College P.D. Committee is legislated by the Collective Agreement to administer and allocate the P.D. Fund [24.4(a)]. The fund consists of not less than .6% of the total salary budget for employees within the bargaining unit [24.2(a)].

The Joint P.D. Committee consists of five members each from the College administration and the FSA.

In 1988/89 these are:

Administration

Barry Bompas
Erling Close
Carol Hardy
Marg Penney
Vacant

(Co-Chairpersons)

FSA

Betty Harris
Colin Ridgewell
Lori Moren
Perla Werk
Dorine Garibay

This committee meets at 12:30 p.m. on Week 1.

This committee has delegated the work of allocating the funds for in-service P.D. (as distinct from educational leave) to:

2. The P.D. Allocations Committee. This committee, which meets at 12 noon on Week 4, consists of the following members in 1988/89:

Larry Brown - Chair
Lori Moren
Colin Ridgewell
Erling Close
Dave Birkett
Kathy Davis
Marilyn Fairclough
Dave Gibson
Cheryl Isaac
Wendy Watson
John de Pape
Rhonda Nicholls

Trades Representative
JPDC Staff Representative
JPDC Faculty Representative
JPDC Administration Representative
Student Services/Rec. & Reg. Rep.
LRC Representative
Business Office/Facilities Rep.
Academic/ELT Representative
Continuing Education Rep.
ABE Representative
Agriculture Representative
Careers Representative

This is the committee which reviews and decides on all applications for P.D. (except for educational leave).

Application forms should be sent to Linda Dix, in Payroll, who arranges for them to be xeroxed and ready for perusal by the members of the Committee at their next meeting.

Both of these P.D. committees are extremely important. They deal with the fair distribution and responsible spending of \$103,000 of OUR money.

If you haven't considered sitting on one of these committees before, you might consider doing so next time elections roll around. You can be guaranteed interesting meetings and make a valuable contribution to the general good at the same time.

Betty Harris
December, 1988

From the Job Classification Audit Committee (J.C.A.C.) Chair . . .

Barry presented results of the Towers-Perrin Classification System to the Board on November 1 and the Board has agreed to implement the new System.

Results:

11 positions increased
4 positions decreased
81 positions remained the same
96 Total

A group of 7 (2 Management representatives, 5 F.S.A. representatives) worked for 6 - 9 months reviewing all positions and classifying them according to the new Towers-Perrin criteria. John Baxter of Towers-Perrin indicated that he was pleasantly surprised at the efficiency of the group and commented that Fraser Valley College produced a finely tuned package for his review; very little adjustment was required by him.

Copies of the Towers-Perrin Classification System (rating criteria, weighting of points, process) and Staff Positions point allocations will be available in the L.R.C.'s on both Abbotsford and Chilliwack Campuses as well as in Mission. It is expected they will be available at the beginning of the New Year.

While everyone is encouraged to review the documentation, those

affected by the College Reorganization are especially invited to do so. Approximately 12 - 15 positions had to be rated by the J.C.A.C. group on "old" job descriptions and, since then, both duties and supervisors may have been altered. Anyone who feels their job description has changed since January 1988 is urged to take the advice proffered to them in Barry Bompas' November letter and submit their job description for another review. Indeed, anyone who feels that an aspect of their position has been overlooked is strongly encouraged to request a review.

If, after reviewing the Rating System criteria, you are unclear about the factors and how they may affect your position, any J.C.A.C. member listed below will be able to further advise you:

Barry Bompas
Varlene MacLeod
Catherine Sorensen
Barb Harms
Veronica Dykes
(Barbara Pinkiewicz -
additional F.S.A.,
non J.C.A.C.)
(Ellenor Greaves - additional
F.S.A., non J.C.A.C.)

Varlene MacLeod
December, 1988

Brief Executive Minutes . . .

[Ed. note: Last month's newsletter, which reminded members that full executive minutes "are always available at the FSA office", inadvertently suggested that minutes are no longer being posted. Minutes are in fact being posted in all the usual locations: Mission, Abbotsford (Business Office, LRC, Student Services, Faculty Reception Area, Trades Building), Portage, and Chilliwack (Employee Lounge, LRC, Student Services, Agriculture Building).]

EXECUTIVE MEETING OCTOBER 5, 1988

1. "President Jones reported on funding possibilities at the Ministry, (a) to give permanent status to current additional funding, (b) to provide funding for free access to literacy instruction, (c) to provide better for the College." He called particular attention to the Long Range Plan [currently being circulated and discussed] and to the provincial debate on the possibility of granting degrees outside the lower mainland.

2. The Larry Brown grievance resulted in Larry's layoff being rescinded. Executive passed a motion "that we proceed to Arbitration with the Heather Stewart grievance."

3. There was discussion of a draft document providing guidelines for FSA reps on joint committees (prompted largely by some SAC irregularities last spring). A handout is being prepared.

EXECUTIVE MEETING NOVEMBER 2, 1988

1. Kevin reported that (a) three executive members would be despatched to the Provincial Access Committee meeting, (b) there had been a request from our CIEA Status of Women representative for funding to attend six meetings per year (granted), (c) FSA lunches would be held in Mission, Abbotsford, and Chilliwack.

2. Dave said that the lawyer's report on the Stewart grievance had been received, and that shop steward elections had been a bit lackluster.

3. Bob reported that the joint committee on inclusion of part-timers had met, and reminded executive that this year's negotiations concern only salaries, staff vacations, and reports from joint committees.

4. Virginia reported that two meetings of the Agreements committee had resulted in a tentative agreement on compensation for lab assistants in lieu of overtime. Directors' salaries were also discussed.



*Have a
Happy
Holiday!*